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ABSTRACT

This tenth in a series of annual reports compiles statistical data on adult basic and secondary education programs for the years 1977-1979. The information provided in the report refers to national data only, with the exception of the table in appendix A, which shows enrollments, completions, and separations as reported by the individual states. Information on participants refers only to those who completed twelve hours of instruction or more during the fiscal year. Data collected in the report includes enrollments and characteristics of participants; completions, separations, and continuations; special adult education programs (adults with limited English-speaking ability, institutionalized adults); program outcomes (goals reached); class locations, characteristics, and times, and staff numbers and characteristics. (KC)

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Adult Basic and Secondary Education

Recent Trends 1977-79

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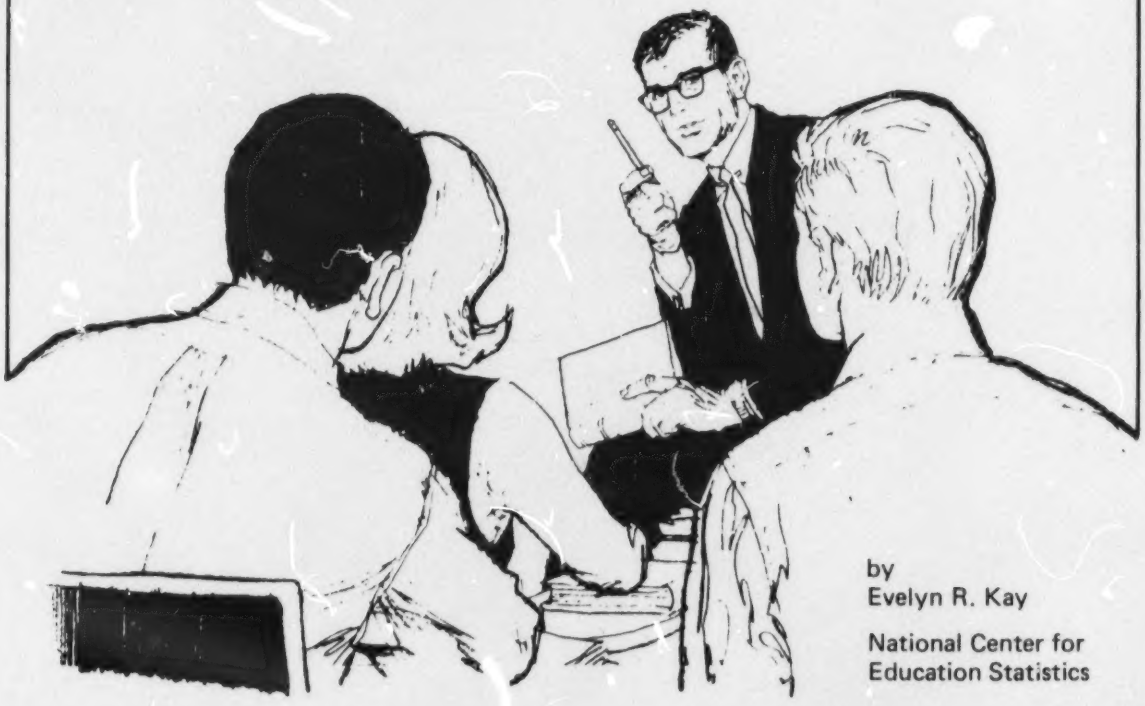

by
Evelyn R. Kay

National Center for Education Statistics

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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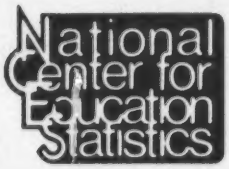

National Center for Education Statistics

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."--Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

Foreword

Each year since 1968, the National Center for Education Statistics (NCES) has compiled these data from reports filed with the U.S. Department of Education's Division of Adult Learning. This publication is a summary of these data for the years 1977, 1978, and 1979. It is the tenth in the series of reports on adult basic and secondary education programs and the first to reorganize the format of presentation to permit some analysis of the data.

The information provided in this report refers to national data only, with the exception of the table in appendix A which shows enrollments, completions, and separations as reported by the individual States. Information on participants refers only to those who completed 12 hours of instruction or more during the fiscal year. This report excludes information on activities that are funded solely through State, local, or private sources, as well as participants who completed less than 12 hours of instruction.

State data for characteristics of participants, reasons for separation, teachers and other staff are available from NCES.

Cooperation of State directors of adult education made possible the timely return of the reports as part of this annual evaluation reporting on adult basic and secondary education programs. A list of the State directors appears in appendix B.

Francis V. Corrigan
Acting Assistant Administrator for
Postsecondary and Vocational
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March 1981

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Barbara A. Whalen, Statistician Assistant, edited forms, made tabulations and computations, and verified the data.

Thomas Hill, Editor/Writer, edited the report and enhanced its presentation.

Philip Carr, Graphic Artist, designed the format.

How To Obtain More Information

Additional information about this report or State tabulations on any item on the report form are available from National Center for Education Statistics, (Presidential Building), 400 Maryland Avenue SW., Washington, D.C. 20202, telephone (301) 436-6791.

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Information on adult education programs may be obtained from the Division of Adult Learning, U.S. Department of Education, 7th and D Streets SW., Washington, D.C. 20202, telephone (202) 245-9604.

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Highlights

Between 1968 and 1979:

- Participants in adult basic and secondary programs increased from 455,500 to 1,806,300 – nearly tripling in the 12-year period.
- Women consistently made up the majority of the participants, ranging from 53 percent to 58 percent of the total.

In 1978:

- An average of 18 participants were enrolled in each of the 17,400 adult education classes. Most of these classes were held in the evening on a part-time basis.

In 1979:

- Blacks and Hispanics combined made up over 45 percent of the participants – a much larger proportion than their representation in the population 17 and over as a whole.
- 38 percent of the total participants completed all requirements of their adult education program.
- Adult education program experience apparently enabled 70,400 participants to obtain employment and 40,700 to get a better job.
- Of the nearly 56,000 paid adult education staff, 72 percent were teachers and 17 percent were paraprofessionals.

Introduction

Legislative Background

Federal assistance for adult basic education began under the Economic Opportunity Act of 1964. The Office of Economic Opportunity provided funds to the U.S. Office of Education to administer the program until the Adult Education Act, passed in 1966, placed the program entirely within the U.S. Office of Education. This program sought to offer educationally disadvantaged adults the opportunity to develop reading, writing, language, and computational skills to enable them to obtain or retain employment and otherwise participate more fully as productive and responsible citizens.

In 1970, statutory amendments (Public Law 91-230) were enacted by the Congress to expand the purpose of the Act to enable all adults to continue their education to at least the level of completion of secondary school. However, special emphasis remained on adult basic education programs.

The most recent amendments to this legislation were enacted in 1978 under Public Law 95-561. The major purpose of the current Act is to expand educational opportunities for adults and encourage the establishment of programs of adult education that will (1) enable all adults to acquire basic skills necessary to function in society, (2) enable adults who so desire to continue their education to at least the level of completion of secondary school, and (3) make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens.

Amendments to the Act provide that all segments of the adult population, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, and institutionalized persons, be afforded the opportunity to participate in adult basic and secondary education programs to attain reading, writing, and computational skills through the 12th grade level of competence. Further, the legislation encourages special assistance for persons with limited English proficiency by providing bilingual adult education programs of instruction to allow these persons to progress effectively through the adult education program.

Administration of Program

The U.S. Department of Education funds no more than 90 percent of the adult basic and secondary education program in the form of grants to States[1] that have approved State plans. These programs are developed and operated by each State which must

[1] The term "State" includes the District of Columbia, the Commonwealth of Puerto Rico, Guam, American Samoa, the Trust Territory of the Pacific Islands, the Northern Marianas Islands, and the Virgin Islands.

provide at least 10 percent of the program cost. States retain total responsibility for planning, providing supervisory services, training teachers and other staff, developing curriculums, evaluating programs, and providing essential services for students in these programs. The U.S. Congress appropriated $80.5 million in 1977 and in 1978 and $90.8 million in 1979 to fund the adult basic and secondary programs.

One provision of the statute requires that a State use at least 10 percent of the Federal grant to make awards to State and local educational agencies and public and private nonprofit organizations for special projects and teacher-training projects. Special projects are primarily demonstration projects concerning innovative teaching methods, systems, materials, and programs of national significance. Teacher-training projects are concerned with training persons in programs designed to carry out the purposes of the Act.

Definitions

Standard definitions are used whenever possible to satisfy the intent of the Adult Education Act and its amendments. Most definitions appear in the instructions to the report form in appendix C. For purposes of the Adult Education Act, the following terms are used:

Adult – Any individual who has attained the age of sixteen.[2]

Adult education – Services or instruction below the college level for adults who lack sufficient mastery of basic educational skills to enable them to function effectively in society or who do not have a high school diploma or equivalent and who are not currently required to be enrolled in a school.

Adult basic education – Services or instruction for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability. Adult basic education programs are designed to help eliminate such inability and to raise the level of education of such individuals. The objectives of adult basic education programs are to make these individuals less likely to become dependent on others, to improve their ability to benefit from occupational training and otherwise increase their opportunities for more productive and profitable employment, and to make them better able to meet their adult responsibilities.

Annual Reports

Each year, States are required to submit program and financial reports to the U.S. Department of Education with an evaluation of adult basic and secondary education activities, according to criteria and procedures included in the State plan. As part of this reporting requirement, States submit an annual performance report form (Form 365-1) containing information on participants, programs, staff, and outcomes for each fiscal year (see appendix C). Report forms are due 90 days following the close of the fiscal year. These

[2]Minimum age limitation was reduced from 18 to 16 years by the Vocational Education Amendments of 1968 and included in the Adult Basic and Secondary Education Activities reports since 1971.

reports are edited for completeness and consistency by the Division of Adult Learning and then sent to the National Center for Education Statistics for tabulation of the reported data and for publication.

The number of questions and the amount of detail requested on the annual report form have changed since the start of the program in 1966. Some of the differences result from changes in coverage of certain items to reflect changes in the law and needs of users. Other changes respond to Federal requirements designed to reduce the data reporting burden.

Enrollments and Characteristics of Participants

Data on the characteristics of the population served through the adult basic and secondary education programs are essential in determining whether the participants are representative of those most in need of the programs. Since each State must develop an adult basic and secondary education program in order to receive Federal funds, the analysis of the national data shown in the following sections may serve as a basis for similar analysis at the State level.

Trends

Over 1.8 million men and women of all ages were enrolled in adult basic and secondary education programs for 12 hours of instruction or more in 1979. This compares with the same number in 1978 and 1.7 million in 1977. Between 1968 and 1971 when the Adult Education Act covered only adult basic education (equivalent to grades 1 through 8), the number of participants increased by 36 percent from 455,700 to 620,900. New legislation in 1970 expanded basic education to enable adults to achieve a level of competence through the 12th grade. Enrollments at this level were reported for the first time in 1972 when the combined adult basic and secondary education enrollments jumped to 820,500. Since that time, enrollments more than doubled (see table 1)

Sex And Age

In 1979, nearly 1,043,000 women and 763,300 men participated in adult education programs, compared with 243,300 and 200,800, respectively, in 1968. Women made up more than half the enrollments each year since 1968, ranging from 53 percent to 58 percent of the total. Over the 12-year period, the number of women participants increased 329 percent, compared with a 280-percent increase of men participants (see table 1 and figure 1).

Table 1.--Age and sex of participants in adult basic and secondary education programs: Aggregate United States, fiscal years 1968-1979

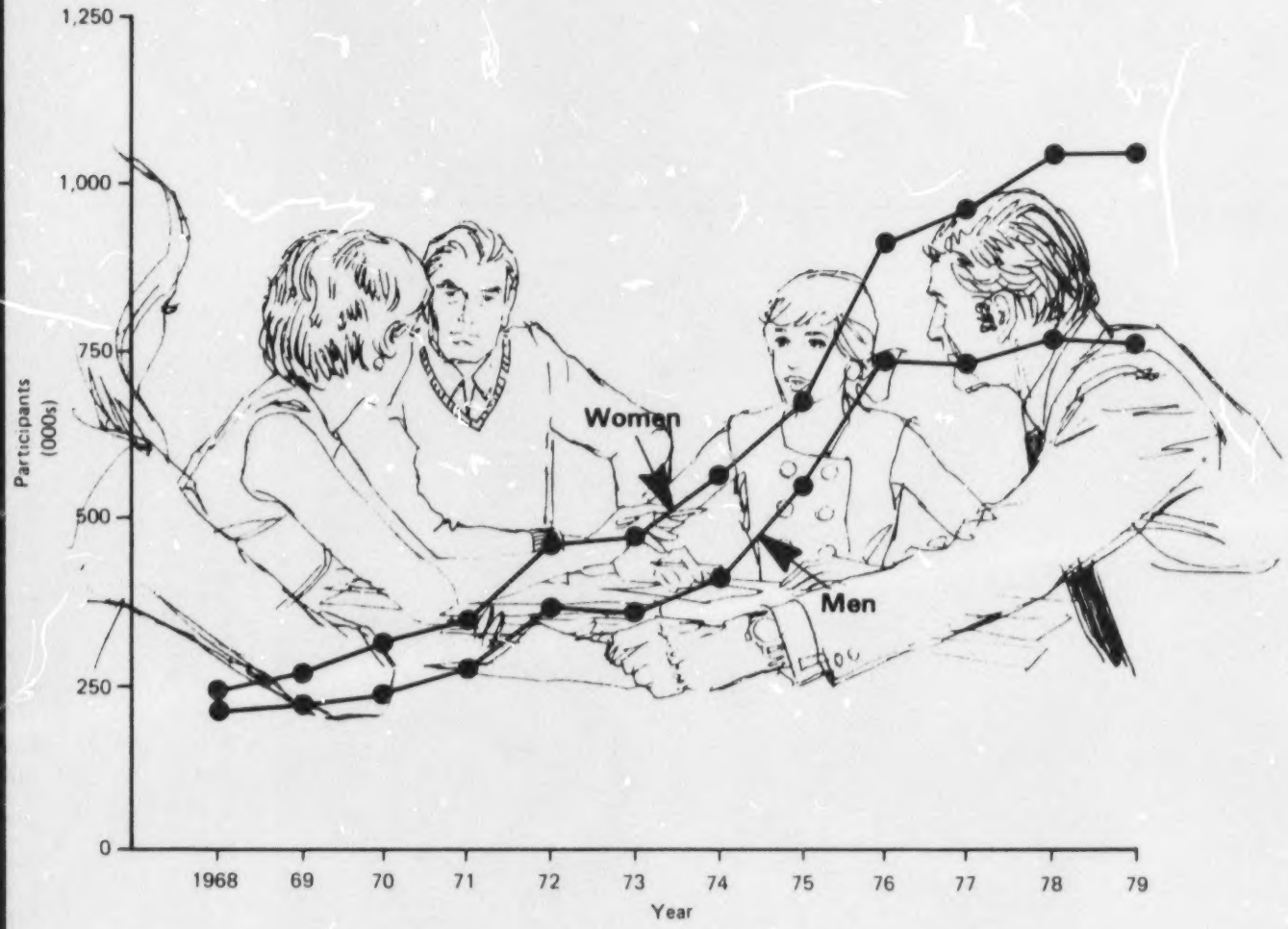
Age and sex	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	Percent change 1968-79
Total participants													
Number (000s)[1]	455.7	484.6	535.6	620.9	820.5	822.5	965.1	1,221.2	1,651.1	1,686.3	1,811.1	1,806.3	296.4
Percent	100	100	100	100	100	100	100	100	100	100	100	100	
16-24[2]	21	24	26	30	34	36	37	40	42				
25-34	26	26	27	27	27	27	27	28	27	81	82	81	408.2
35-44	25	25	24	21	19	18	18	16	16				
45-54	16	15	13	13	12	11	10	9	8	13	13	13	148.1
55-64	8	7	7	6	5	5	5	4	4				
65 and over	4	3	3	3	3	3	3	3	3	6	5	6	601.3
Men													
Number (000s)	200.8	210.4	231.1	273.4	362.2	355.8	414.0	548.0	740.3	729.7	768.1	763.3	280.1
Percent	–	–	–	–	100	100	100	100	100	100	100	–	–
16-24	–	–	–	–	37	39	42	46	46				
25-34	–	–	–	–	28	28	27	27	27	84	85	–	–
35-44	–	–	–	–	19	16	16	14	14				
45-54	–	–	–	–	9	9	9	8	7	11	11	–	–
55-64	–	–	–	–	5	5	4	3	4				
65 and over	–	–	–	–	2	3	2	2	2	5	4	–	–
Women													
Number (000s)	243.3	273.1	304.3	347.5	458.3	466.6	551.1	673.2	910.8	956.6	1,043.0	1,043.0	328.7
Percent	–	–	–	–	100	100	100	100	100	100	100	–	–
16-24	–	–	–	–	31	33	34	36	38				
25-35	–	–	–	–	27	27	28	28	28	79	79	–	–
35-44	–	–	–	–	20	19	19	18	17				
45-54	–	–	–	–	13	12	11	10	9	15	15	–	–
55-64	–	–	–	–	6	6	5	5	5				
65 and over	–	–	–	–	3	3	3	3	3	6	6	–	–

[1] Totals for 1968, 1969, and 1970 do not add since a few States did not report sex of participants.

[2] Data for 1968 and 1969 refer to age group 18-24.

NOTE: Details may not add to totals because of rounding.

Figure 1.--Women participation in adult basic and secondary education outnumbered men in each year since 1968.



Although the numbers of participants in all age groups increased between 1968 and 1979, their proportions of the total show wide variations. For example, between 1968 and 1976, the proportion of participants age 16-24 years doubled from 21 percent to 42 percent, while those age 25-34 years remained at about the same level of 27 percent. All other age groups declined slowly but steadily in their relationship to total enrollments during this period. Data for the age group 16-44 are not shown separately for 1977, 1978, and 1979. If the 16-44 age group is combined for the entire 12-year period, it increased from 72 percent to 85 percent in 1976 and declined to 81 percent of total participants in 1979. In contrast, the 45-64 age group showed a steady decline from 24 percent to 13 percent. Participants 65 years and over remained fairly constant at 3 percent until 197, when their proportion of the total rose to 6 percent.

Since 1972, data were collected on age for men and women separately. At each age group, more women than men participated in adult education programs. However, men generally participated at younger age groups than women. For example, between 1972 and 1976, the proportion of men 16-24 years increased from 37 percent to 46 percent, compared with only a 31-percent to 38-percent increase for women in the same age group. The remaining age groups for both men and women remained relatively steady, with only slight variations from year to year. The largest decline occurred in the 25-34 year age group where the proportion of men decreased from 19 percent to 14 percent and of women, from 20 percent to 17 percent. Since 1976, the combined age groups (16-44) make it difficult to determine if these trends for the younger age groups are continuing. Both men and women 65 years and over each doubled their participation rate since 1972 from 2 to 4 percent for men and 3 to 6 percent for women.

Race/Ethnic Groups

Race/ethnic groups participated in adult basic and secondary education programs at different proportions from their representation in the adult population as a whole. White participants were enrolled in far lower proportions (while all other groups were in higher proportions) than their distribution in the total adult population. For example, in 1978, 45 percent of the participants in adult education programs were white whereas they represented over 82 percent of the total adult population.[3] Black and Hispanic participants made up about 23 percent each, compared with 10 percent and 5 percent, respectively, in the total population. Asian Americans and American Indians together made up 9 percent of the total participants compared with 2 percent in the population.

Although total participation in adult education programs increased 7 percent in the 3-year period, not all groups changed at the same level. White participants increased by over 11 percent, while all other groups either increased less than the average or decreased (see table 2).

More women than men participated in adult education programs in each race/ethnic group and at every age level in the 3-year period. In general, the proportion of both white and black women participants increased as age increases. All other groups show a decrease in the proportion of women to men over 65 years of age (see table 3).

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[3] Race/ethnic figures for the population as a whole, 17 years and over, come from the report, *Participation in Adult Education, 1978*, U.S. Department of Education, National Center for Education Statistics, forthcoming.

Table 2.—Enrollments and percent women participants in adult basic and secondary education programs, by race/ethnic group: Aggregate United States, fiscal years 1977, 1978, and 1979

Race/Ethnic Group	1977			1978			1979			1977-79
	Number (000s)	Percent Distribution	Percent Women	Number (000s)	Percent Distribution	Percent Women	Number (000s)	Percent Distribution	Percent Women	Percent Change
Total	1,686.3	100.0	56.7	1,811.1	100.0	57.6	1,806.3	100.0	57.6	7.1
White	762.7	45.2	56.3	817.6	45.1	57.4	848.7	47.0	58.4	11.3
Black	391.7	23.2	58.0	422.0	23.3	57.8	418.4	23.2	57.2	6.8
Hispanic	377.2	22.4	54.9	410.0	22.6	56.8	386.7	21.4	56.3	2.5
American Indian or Alaskan Native	21.5	1.3	55.8	22.3	1.2	57.1	21.4	1.2	57.0	-0.5
Asian or Pacific Islander	133.1	7.9	60.7	138.9	7.7	63.0	131.1	7.3	59.7	-1.5

NOTE: Details may not add to totals because of rounding.

Table 3.—Race/ethnic groups of participants in adult basic and secondary education programs, by age and sex: Aggregate United States, fiscal years 1977-79

Years and Race/Ethnic Groups	Total		16-44 years		45-64 years		65 years and over	
	Total (000s)	Percent Women	Total (000s)	Percent Women	Total (000s)	Percent Women	Total (000s)	Percent Women
Total Race/Ethnic Groups								
1977	1,686.3	56.7	1,368.9	55	223.9	64	93.4	64
1978	1,811.1	57.6	1,478.9	56	241.7	65	89.6	69
1979	1,806.3	57.6	1,462.6	[1]	239.2	[1]	104.5	[1]
White								
1977	762.7	56.3	613.5	54	106.1	64	43.2	67
1978	817.6	57.4	651.1	55	113.2	65	53.2	70
1979	848.7	58.4	[1]	[1]	[1]	[1]	[1]	[1]
Black								
1977	391.7	58.0	318.3	57	52.1	64	21.3	64
1978	422.0	57.8	346.0	56	55.4	65	20.2	68
1979	418.4	57.2	[1]	[1]	[1]	[1]	[1]	[1]
Hispanic								
1977	377.2	54.9	314.5	53	43.6	64	19.1	59
1978	410.3	56.8	353.0	54	47.7	66	9.6	65
1979	386.7	56.3	[1]	[1]	[1]	[1]	[1]	[1]
American Indian or Alaskan Native								
1977	21.5	55.0	18.2	55	2.6	65	.7	43
1978	22.3	57.1	18.6	56	3.0	63	.7	57
1979	21.4	57.0	[1]	[1]	[1]	[1]	[1]	[1]
Asian or Pacific Islander								
1977	133.1	60.7	104.5	60	19.5	63	9.1	58
1978	138.9	63.0	110.7	63	22.3	65	5.8	64
1979	131.1	59.7	[1]	[1]	[1]	[1]	[1]	[1]

[1] Data on age and sex for ethnic groups were not collected in 1979.

NOTE: Details may not add to totals because of rounding.

A similar pattern appears when figures for men and women are distributed separately by age (rather than as a proportion of each other). In 1978, men under 45 in all race/ethnic groups participated in larger proportions than women in the same age range – 85 percent of the men and 79 percent of the women. Conversely, women 45 and over in each race/ethnic group were more likely than men in the same age group to take adult education programs. This is because older women probably have more free time after their child-bearing/rearing years. The following tabulation shows the 1978 distribution of men and women in each age group (race/ethnic groups are not shown separately since the distribution in each was similar to the total):

Age group	Total	Men	Women
Total	100	100	100
16-44	82	85	79
45-64	13	11	15
65 and over	5	4	6

Instructional Level

The adult basic and secondary education program offers instruction at various levels of education. Level I is equivalent to basic education in grades 1 through 8, as defined by the State. Nearly 46 percent of the participants were enrolled in this level in 1979. Level II is equivalent to secondary education in grades 9 through 12. Thirty-six percent of the students were enrolled in this level. Ungraded programs refer to instructional levels that are not organized on the basis of grade. These programs are usually designed for persons of limited English-speaking ability, students in learning labs, and those in homebased instructional settings. Nearly 22 percent were enrolled in these programs.

Over the 3-year period 1977-79, enrollments remained steady in level I and declined by 11 percent in level II. Ungraded programs increased nearly 89 percent, accounting for most of the increase in enrollments in adult education programs. This growth in ungraded programs is probably the result of two factors: (1) the influx of non-English-speaking people from Indochina and Latin America and (2) the increased emphasis on functional competency for adults. The following tabulation shows the number and percent distribution of participants in each level:

Level	Number (000s)			Percent distribution			Percent change 1977-79
	1977	1978	1979	1977	1978	1979	
Total	1,686.3	1,811.1	1,806.3	100	100	100	7.1
Level I	821.8	831.5	829.9	49	46	46	.9
Level II	658.1	582.9	587.0	39	32	32	-10.8
Ungraded	206.4	396.7	389.4	12	22	22	88.7

State Enrollments

Although every State, the District of Columbia, and the outlying areas offer adult basic and secondary programs, a large proportion of the participants was concentrated in a few States. For example, Florida enrolled nearly 22 percent of the total participants, California over 10 percent, and Texas over 8 percent. For most States, the number of participants increased over the period 1977-79 (see appendix table A).

Geographic Area

One of the goals of the adult basic and secondary education program is to reach participants in rural areas and in large urban communities. During the 3-year period, participation in these areas increased at a faster rate than the total. Participation in rural areas (population under 2,500) increased 13 percent and in large urban communities, it increased 9 percent. The following tabulation summarizes the participation in these areas:

Area	1977	1978	1979	Percent change 1977-79
Total	1,686.3	1,811.1	1,806.3	7
Large urban communities (population over 100,000)	801.7	704.0	873.7	9
Small urban communities (population 2,500 to 100,000)	708.5	962.2	734.3	4
Rural areas (population under 2,500)	176.1	144.9	198.3	13

Other Characteristics

Beyond age, sex, and race/ethnic groups of participants, States are not required to report on other types of demographic information. However, some information is provided by the States on the employment/unemployment status of participants and whether they receive public assistance. These data are based on State records, and therefore the definitions may not be standard. However, the information may provide a clue to the economic status of participants.

In 1979, nearly 600,000 participants (about one-third) were employed in a job and about the same number were unemployed – presumably looking for work. Over the 3-year period, the number of employed participants increased 10 percent and the number unemployed decreased 3 percent. In each of the 3 years, the number of unemployed exceeded the number of employed participants.

The adult basic and secondary education programs are evidently reaching more people who are on public assistance rolls. In 1977, over 165,600 participants (10 percent of the total) were such recipients. By 1979, the number reached 200,600 (11 percent of the

total, for an increase of 21 percent over the 3-year period). The following tabulation summarizes the economic status of participants for 1977-79.

Economic status[1]	1977		1978		1979		Percent change 1977-79
	Number (000s)	Percent	Number (000s)	Percent	Number (000s)	Percent	
Total participants	1,686.3	100.0	1,811.1	100.0	1,806.3	100.0	7
Employed	529.9	31.4	540.9	29.9	584.1	32.3	10
Unemployed	609.1	36.1	617.9	34.1	588.7	32.6	- 3
Received public assistance	165.6	9.8	170.0	9.4	200.6	11.1	21

[1] Figures are not additive since, for example, a participant may be both unemployed and receiving public assistance.

Completions, Separations, and Continuations

In 1979, 680,500 participants completed the adult basic and secondary program, 652,200 separated from the program before completion, and the remainder (473,600) continued taking the program at the end of the reporting period. Completions usually represent a measure of success for both the program and the participant. However, information collected on the reasons for separations indicate that some early leavers accomplished their goals and, therefore, benefited from having participated in the program. Over a third of the early leavers indicated that they left because they met their objectives.

Completions

In 1979, about 38 percent of the participants completed all requirements of their adult basic or secondary education programs (see table 4). Within levels, there is some variation. However, because some participants complete both levels within a fiscal year, they are counted only as having completed level II; hence, the rate of completion for level II (45 percent) is frequently higher than that for level I (32 percent). About 38 percent of those in the ungraded level completed their program.

Both the number and the rate of completions increased between 1977 and 1979, with a slight decrease evident in 1978. The number of completions in level I declined 7 percent,

but this was offset by the increase of 7 percent in the number of completions in level II. Most of the 3-year increase in enrollments occurred at the ungraded level, probably because of the large influx of refugees and immigrants of limited English-speaking ability.

Table 4.—Enrollments, completions, separations, and continuations of participants in adult basic and secondary education programs, by level of instruction: Aggregate United States, fiscal years 1977, 1978, and 1979

Levels	Numbers (000s)			Percent		
	1977	1978	1979	1977	1978	1979
				Percent distribution		
Enrollments	1,686.3	1,811.1	1,806.3	100	100	100
Level I	821.8	831.5	829.9	49	46	46
Level II	658.1	582.9	587.0	39	32	32
Ungraded	206.4	396.7	389.4	12	22	22
				Percent of enrollments in each level		
Completions	616.6	558.5	680.5	37	31	38
Level I	290.5	260.6	268.6	35	31	32
Level II	246.0	158.8	263.1	37	27	45
Ungraded	80.1	139.1	148.8	39	35	38
Separations	629.0	667.2	652.2	37	37	36
Level I	330.5	320.2	301.6	40	38	36
Level II	219.6	184.3	195.0	33	32	33
Ungraded	78.9	162.7	155.6	38	41	40
Continuations[1]	440.7	585.4	473.6	26	32	26
Level I	200.8	250.7	259.7	25	31	31
Level II	192.5	239.8	128.9	30	41	22
Ungraded	47.4	94.9	85.0	22	24	22

[1] Derived.
NOTE: Details may not add to totals because of rounding.

Separations

About 36 percent of the participants left the program before completing all requirements. Although participants in ungraded levels made up less than a fourth of the separations, they had the highest rate – 40 percent. This compares with the separation rates of participants in levels I and II of 36 percent and 33 percent, respectively.

Overall separation rates for the 3-year period were 36 to 37 percent, despite a small increase in number. Within levels, the number of separations from both levels I and II decreased. In contrast, the number of separations from ungraded levels nearly doubled while the rate remained relatively the same.

About a third of the participants who left the program should be considered as having met the objectives of the program when their reasons for leaving are viewed against the purposes of the Adult Education Act. This group left because they were able to meet personal objectives, to take a job (if unemployed), to take a better job (if already employed), or to enter other types of education and training activities (see table 5).

Another 26 percent of the early leavers left for a number of reasons -- lack of interest being most frequently cited. Other reasons were closely associated with home/family problems, such as child-care, health, and other family matters. The remaining 40 percent of the participants who separated early left for unclassified or unknown reasons.

Continuations

During the 3-year period, a relatively large number of participants remained in the program at the end of the fiscal year to continue their studies. In 1977, 26 percent were in this category; in 1978, the continuation rate rose to 32 percent; and in 1979, it fell back to 26 percent. The number of continuing participants increased 29 percent in level I, decreased 33 percent in level II, and increased 79 percent in the ungraded level.

Table 5.—Reasons for separation from adult basic and secondary education programs: Aggregate United States, fiscal years 1977, 1978 and 1979

Reasons for separation	Numbers (000s)			Percent distribution		
	1977	1978	1979	1977	1978	1979
Total separations	630.2	667.3	652.2	100	100	100
Positive reasons	216.8	229.1	220.3	34	35	34
Take a job[1]	56.4	67.5	57.4	9	10	9
Take a better job[2]	24.6	30.2	25.3	4	5	4
Met personal objectives	88.9	86.8	97.8	14	13	15
Entered other training	46.9	44.6	39.8	7	7	6
Problems	169.8	178.8	169.3	27	26	26
Health problems	26.6	27.2	23.1	4	4	3
Child-care problems	22.2	25.7	23.0	4	4	3
Family problems	26.5	27.3	23.5	4	4	4
Transportation problems	25.7	28.2	28.1	4	4	4
Conflict with class time	23.9	20.4	23.7	4	3	4
Lack of interest	44.9	50.0	47.9	7	7	7
Other	243.6	259.4	262.6	39	39	40
Known reasons	116.9	106.6	125.7	19	16	19
Unknown reasons	126.7	152.8	136.9	20	23	21

[1] Unemployed when entered program.

[2] Employed when entered program.

NOTE: Details may not add to totals because of rounding.

Special Adult Education Programs

The adult education legislation mandates that each State identify the educational needs of members of the target population within that State. Among the target populations were persons of limited English-speaking ability (including immigrants and refugees) and institutionalized adults. As a result of this mandate, States designed special adult education programs for these groups. Information on enrollments in and separations from these programs was collected for the first time in 1977 (see table 6). These figures are included in the totals in the previous sections.

Table 6.--Enrollments and separations of participants in specialized adult education programs: Aggregate United States, fiscal years 1977, 1978, and 1979

(Numbers in thousands)

Specialized programs	1977	1978	1979
Limited English-speaking adults			
Enrollments	178	278	331
Separations	37	111	116
Separation rate (percent)	21	40	35
Institutionalized adults – total			
Enrollments, total	72	87	106
Separations, total	25	26	[1]
Separation rate (percent)	35	30	[1]
Adult basic education programs			
Enrollments	43	69	77
Separations	19	21	[1]
Separation rate (percent)	35	30	[1]
Adult secondary education programs			
Enrollments	18	18	29
Separations	6	5	[1]
Separation rate (percent)	33	26	[1]

[1] Number of separations for institutionalized adults was not recorded in 1979.

NOTE: Details may not add to totals because of rounding.

Adults With Limited English-Speaking Ability

A large number of Indochina refugees and immigrants (especially from Latin American countries) entering the United States found it difficult to cope with the new environment because of their inability to communicate in English. In 1977, 178,000 adults participated in special programs designed for them. A year later, the number increased by 50 percent to 277,000 and by 1979, nearly 331,000 were participating, an increase of 86 percent over 1977. California enrolled about a third of the participants in programs for limited English-speaking people. The next largest State in terms of participants served was New York with 10 percent, followed by Texas with 9 percent and Illinois with 8 percent.

These special programs are classified as "ungraded" rather than a specific level of instruction. Therefore, participants in these programs do not "complete" in the sense of completing a grade, but rather leave the program when they have achieved their goal of communicating in English. In 1979, about 35 percent of the participants separated from the program, presumably because they reached their goal.

Institutionalized Adults

Institutionalized adults includes incarcerated persons and patients in hospitals and similar institutions, such as those for the handicapped. Adults in these programs may be enrolled in either basic or secondary education levels. In 1979, 106,000 persons were enrolled in these programs, an increase of 47 percent since 1977. Of these, nearly 73 percent were enrolled in adult basic education programs, the rest were in adult secondary programs. Most States offered programs for institutionalized adults, at least at the basic education level. In 1979, nearly 25 percent of the participants in both levels were in programs offered by Florida.

Data were collected on separations, rather than completions because inmates of prisons and patients in hospitals would not be expected to remain in the institution to complete the program if they were released or dismissed. In 1978, 30 percent of the participants at both levels separated from the program, compared with 35 percent in 1977. Separation data for institutionalized participants were not collected in 1979.

Program Outcome

The major goal of the adult basic and secondary education program is to assist in the educational, economic, and/or personal development of participants. Some participants achieve more than one of these goals. For example, the completion of a program through the high school level (educational outcome) may aid the participant to find employment (economic outcome) and to obtain a driver's license (personal outcome). Thus, the data provided in this section are not additive.

Subgroups of participants have different goals. For example:

- Immigrants and refugees want to learn to speak and read English and obtain U.S. citizenship.
- Americans with little or no education want to focus their efforts on the basics of education as an aid in improving their job prospects.
- Men and women entering or returning to the labor force want to develop marketable skills.
- The elderly want to improve their reading and writing abilities.

As would be expected, the outcomes that affected the largest number of participants were related to education. In 1979, 153,600 adult education participants passed the General Education Development (GED) test and 38,800 graduated from an adult second-

ary education program after completing the adult basic education program. As a result of experience gained in the program, 79,000 participants enrolled in other types of education or training programs, such as those offered by community/junior colleges, 4-year colleges, business or technical institutes, correspondence schools, or Federal, State, or local manpower training programs (see table 7).

A number of participants found employment and others upgraded their skills. For example, in 1979, about 72,000 participants obtained employment and another 44,400 either improved their status in their current job or got a better job. Another economic goal of the program is to help participants be removed from public assistance rolls. More than 24,600 no longer received public assistance by the end of 1979 – over 12 percent of those who received such assistance any time during the year. Probably these were the same persons who either found a job or got a better job, thus attaining a level beyond the public assistance maximum.[4]

Table 7.––Outcomes resulting from participation in adult basic and secondary education programs: Aggregate United States, fiscal years 1977, 1978, and 1979

(In thousands)

Outcomes	1977	1978	1979
Educational outcomes			
Completed through 8th grade	136.9	163.9	[1]
Entered high school	80.3	67.2	[1]
Passed GED	131.8	125.6	153.6
Graduated from adult secondary program after starting adult basic program	27.9	57.3	38.8
Enrolled in other education/training program	85.4	80.0	79.0
Economic outcomes			
Program experience produced employment	70.4	65.0	72.0
Upgraded to a better job	40.7	42.6	44.4
Removed from public assistance	20.2	20.1	24.6
Personal outcomes			
Registered to vote first time	25.4	23.3	22.6
U.S. citizenship	10.6	8.3	11.5
Driver's license	39.7	31.0	29.2
Income tax form training	70.6	93.7	98.6

[1] Data not collected in 1979.

[4] To assess the importance of finding jobs and no longer requiring public assistance, the U.S. Department of Education conducted a study in 43 States in 1977. It was estimated that the gross income (based on a minimum wage rate) earned by participants who became employed after completing the program was $268 million, or an average of over $6 million per State. Additional money earned by participants who were promoted as a result of adult education was $9 million, or an average of $217,500 per State. *An Assessment of the State-Administered Program of the Adult Education Act*, Development Associates, Inc., July 1980.

Another major goal of the program is to enable adults to acquire basic skills to function in society and participate as responsible citizens. In 1979, 98,600 people completed training to fill out an income-tax form. This achievement may be linked to their employment or to their leaving the public assistance rolls since they may have reached a high enough income bracket to warrant filing an income tax form. About 29,200 obtained a driver's license and 22,600 registered to vote for the first time.

Classes

In an attempt to improve accessibility of services to those most in need, States offered classes in adult basic and secondary education in many types of locations. Most of these classes were held in the evening on a part-time basis. The following sections identify these locations, times, and the number of students in each.

Location

In 1978, the majority (69 percent) of the classes were held in school buildings; half of which were held in secondary schools. Twelve percent were held in institutions, such as correctional institutions, hospitals, and institutions for the handicapped. The rest were held at work sites or other locations. Comparable data were not collected in 1979 (see table 8).

An average of 18 participants was enrolled at each site in 1978. Elementary and junior high school buildings enrolled an average of 23 participants. Correctional institutions and other locations each enrolled an average of 21 participants. Secondary schools and hospitals had an average of 19 and 17 participants, respectively. At the other extreme, hospitals for the handicapped enrolled an average of 10 participants. Enrollments in learning centers and home-based training sites are not included in these averages because data on the number of classes for these locations were not collected.

Participants

More than half of the participants took adult basic and secondary instruction in a school building, in 1979: Twenty-seven percent were in secondary schools, 14 percent in elementary schools, and nearly 9 percent in 2-year colleges. Twenty-three percent were in learning centers. The remaining 27 percent were inmates of correctional institutions, patients in hospitals and institutions for the handicapped, or students in other locations (see table 9).

The program expansion and outreach activities have demonstrated considerable success during the past several years. While the numbers of participants enrolled in school build-

ings dropped by 8 percent from 974,000 to 912,300 in the 3-year period, all other sites reported an average increase of about 25 percent. The largest gains in enrollments were in institutions for the handicapped and at work sites, each with nearly a 50-percent increase, and in homes with nearly a doubling in participants.

Day/Evening Classes

The majority of the classes were held in the evening on a part-time basis because this enabled people to continue their daytime pursuits while attending an adult education class in their leisure time. In 1979, 65 percent of all classes were held in the evening, a slightly higher proportion than in 1977 and 1978. The following tabulation summarizes the number of day and evening classes for the 3-year period:

(In thousands)

Day/evening classes	1977	1978	1979	Percent change
Total classes	71.5	77.2	69.4	-3
Daytime classes	25.8	28.7	25.0	-3
Evening classes	45.7	48.5	44.4	-3

In 1978, 84 percent of the evening classes were given in school buildings, probably because regular students were attending classes during the day. In contrast, 58 percent of the day classes were held in institutions and other locations, in part because persons in institutions do not have other commitments during the day. Of the total number of daytime classes, over a third (34 percent) were in Florida and Texas, combined. Of the total evening classes, 39 percent were in Florida, Texas, and South Carolina, combined.

Full-Time Classes

The demand for adult basic and secondary education programs has encouraged the development of full-time courses lasting 25 hours or more. In 1979, nearly 4,400 full-time courses were offered – an increase of 40 percent since 1977. While they still represent a relatively small proportion of the total number of courses (6.3 percent of day and evening classes combined), the expansion of adult learning centers had the greatest impact on the increase. In 1978, 45 percent of the full-time courses were held in learning centers. Texas and Illinois combined had half of the learning centers that offered adult education courses. Comparable data for site locations of full-time courses are not available for 1979.

Table 8.—Number of classes and average enrollments in adult basic and secondary education programs, by location of classes: Aggregate United States, fiscal years 1977 and 1978

Location of classes	1977			1978		
	Number (000s)	Percent	Average Enrollment	Number (000s)	Percent	Average Enrollment
Total classes	71.4	100.0	22.7	77.2	100.0	18.1
School buildings	52.8	74.0	18.4	52.9	68.5	17.7
Elementary schools	12.4	17.4	22.3	11.9	15.4	23.2
Secondary schools	26.4	37.0	19.1	25.9	33.5	18.7
2-year colleges[1]	12.5	17.5	13.6	14.5	18.8	11.7
4-year colleges	1.5	2.1	15.3	.6	.8	13.3
Institutions	7.5	10.6	16.8	8.9	11.5	16.0
Correctional institutions	4.9	6.9	16.1	4.2	5.4	20.6
Institutions for the handicapped	1.4	2.0	15.9	1.1	1.4	16.9
Hospitals	1.2	1.7	20.8	3.6	4.7	10.4
Other locations	11.0	15.4	20.2	15.4	20.0	20.8
Learning centers[2]	–	–	–	–	–	–
Work sites	1.4	2.0	14.9	2.0	2.6	15.2
Home based[2]	–	–	–	–	–	–
Other	9.6	13.4	21.0	13.4	17.4	21.7

[1] Includes community colleges, junior colleges, technical institutes, etc.

[2] Excludes learning centers and home-based sites because information on number of classes was not reported for these two categories.

NOTE: Details may not add to totals because of rounding.

Table 9.——Number of participants in adult basic and secondary education programs, by location of classes: Aggregate United States, fiscal years 1977, 1978, and 1979

Location of classes	1977		1978		1979	
	Number (000s)	Percent	Number (000s)	Percent	Number (000s)	Percent
Total participants	1,686.3	100	1,811.1	100	1,806.3	100
School buildings	974.0	58	936.6	52	912.3	51
Elementary schools	276.0	16	275.8	15	248.0	14
Secondary schools	505.5	30	483.3	27	487.3	27
2-year colleges[1]	169.6	10	169.5	9	169.4	9
4-year colleges	22.9	2	8.0	1	7.6	[2]
Institutions	126.3	7	142.7	8	159.2	9
Correctional institutions ...	79.0	5	86.6	6	95.4	5
Institutions for the handicapped	25.0	1	37.5	2	36.5	2
Hospitals	22.3	1	18.6	1	27.3	2
Other locations	384.8	23	441.4	24	472.5	26
Learning centers	350.1	21	387.4	21	416.0	23
Work sites	20.8	1	30.4	2	30.1	2
Homes/home-based	13.9	1	23.6	1	26.4	1
Other, unclassified	201.2	12	290.4	16	262.3	14

[1] Includes community colleges, junior colleges, technical institutes, etc.
[2] Less than .5 percent.
NOTE: Details may not add to totals because of rounding.

Staff

Substantial numbers of staff are involved in adult basic and secondary education programs. In 1979, nearly 56,000 paid employees were involved in operating the program. As would be expected, nearly 72 percent of the staff were teachers and 17 percent were paraprofessionals or teacher aides. About 4 percent were counselors who assisted adult learners in making plans and choices on education, career, and personal development. The remaining 7 percent were State and local administrative and supervisory personnel (see table 10).

Table 10.—Paid personnel employed in adult basic and secondary education programs, full-time equivalent, and number taking training, by organizational placement and type of job performed: Aggregate United States, fiscal years 1977, 1978, and 1979

Organizational placement and type of job performed	1977				1978				1979			
	Total Personnel	FTE	Taking Training		Total Personnel	FTE	Taking Training		Total Personnel	FTE	Taking Training	
			Number	% of Total			Number	% of Total			Number	% of Total
Total	48,791	14,216	29,407	60	52,013	15,968	29,373	56	55,936	16,375	34,531	62
State level administrative and supervisory personnel	224	200	150	67	221	177	162	73	242	208	206	85
Local administrative and supervisory personnel	4,159	1,702	2,536	61	3,954	1,624	2,593	66	3,925	1,694	2,569	65
Local teachers	33,862	9,592	21,902	65	37,281	11,133	21,368	57	39,992	11,390	24,472	61
Local counselors	1,908	572	1,192	62	2,139	735	1,236	58	2,170	783	1,264	58
Local paraprofessionals	8,638	2,150	3,627	42	8,418	2,299	3,956	47	9,607	2,300	6,050	63

During the 3-year period, total adult education staff increased 15 percent from 48,800 to its current level. Teachers accounted for the major portion of this growth with an 18-percent increase, followed by counselors with a 14-percent increase. Paraprofessionals had an 11-percent increase and State supervisors, 8 percent. Local supervisors declined by nearly 6 percent.

Many of the 56,000 people involved in operating the program, did not have full-time responsibilities. In many cases, the staff were assigned to adult education programs as one of their duties in addition to their regular full-time functions. States were asked to convert the amount of time each type of personnel spent in adult education activities into a full-time equivalence, according to the formula used by the State to determine full-time employment. In 1979, the full-time equivalence figure was nearly 16,400; that is, the 56,000 staff members spent an average of 30 percent of their time in adult education programs. This average, however, varies by type of staff. State administrators and supervisors were involved in these programs for an average of 86 percent of their time. Local administrators and supervisors were involved 43 percent of their time; counselors, 36 percent; teachers, 29 percent; and paraprofessionals, 24 percent.

Full-time equivalency increased over 15 percent during the 3-year period. The amount of time that counselors spent in the adult education programs increased 37 percent. Teachers showed a 19-percent increase while paraprofessionals showed only a 7-percent increase and State supervisors a 4-percent increase. Local supervisors had very little change in full-time equivalency over the 3-year period.

Teachers spent less than a third of their time in adult education programs and taught an average of 45 students in 1979. In 1978, the corresponding figure was 48 students and in 1977, it was 50 students. This is an indication that the number of teachers is increasing faster than the number of students. The student/teacher ratio varies widely, however, among States. For example, the ratio of students to teachers in Alaska, California, and Idaho was over 100 to 1. At the other extreme, the ratio was less than 20 to 1 in Maine, Maryland, American Samoa, and Guam.

Staff training is an on-going process that varies considerably among States and from year to year. For example, in 1977 almost the entire staff in the District of Columbia received some training; in 1978, none did, probably because there was no need to retrain the same people; and in 1979, only 5 percent received training. For the country as a whole, however, nearly 62 percent of the staff received some training, compared with 56 percent in 1978 and 60 percent in 1977. In general, State administrators and supervisors, while small in number, each year receive the most training – 85 percent in 1979 – probably as a result of changes in administration of the program and in the reporting procedures. The number of staff who received training increased 17.4 percent in the 3-year period. The training of paraprofessionals increased 67 percent; most of this increase occurred in 1979. The number of State supervisors receiving training increased 37 percent while the rest of the staff showed lower-than-average percent changes.

Appendix A

Table A-1.——Enrollments, completions, and separations from adult basic and secondary education programs, by State or other area: Aggregate United States, fiscal years 1977, 1978, and 1979

(In thousands)

State or other area	1977			1978			1979		
	Enrollments	Completions	Separations	Enrollments	Completions	Separations	Enrollments	Completions	Separations
Total	1,686.3	616.6	630.2	1,811.1	558.5	667.3	1,806.3	680.5	652.2
Alabama	24.5	8.0	10.2	42.5	9.7	13.4	47.2	11.7	19.5
Alaska	3.8	.4	2.6	3.8	.4	2.6	4.9	2.7	4.9
Arizona	5.9	1.8	4.1	6.5	1.9	4.6	8.9	2.6	6.3
Arkansas	6.7	3.6	2.0	7.1	3.3	2.1	7.9	1.7	2.7
California	252.7	83.5	123.9	281.9	69.3	133.3	188.7	51.5	92.9
Colorado	7.6	2.7	2.1	7.4	3.4	2.5	8.6	4.0	2.5
Connecticut	14.7	8.2	5.4	16.5	9.0	5.6	17.8	10.3	5.5
Delaware	1.1	.6	.5	1.2	.4	.4	1.6	.5	.4
District of Columbia	23.1	2.0	5.6	23.3	8.8	11.7	24.1	8.4	6.1
Florida	339.1	155.5	107.8	378.5	103.4	117.5	395.8	210.4	103.0
Georgia	48.5	19.6	15.9	50.6	19.0	17.3	54.0	22.4	17.0
Hawaii	16.3	6.3	3.5	15.5	5.7	3.6	16.1	1.5	3.3
Idaho	8.7	4.9	5.1	10.0	5.1	6.4	11.9	6.2	6.5
Illinois	62.8	16.3	14.4	68.3	18.8	21.4	74.7	21.7	30.3
Indiana	14.2	5.1	6.6	14.9	5.9	6.4	16.4	7.3	7.7
Iowa	23.8	6.3	8.2	22.7	5.7	10.1	23.5	7.7	8.7
Kansas	15.5	8.7	6.8	13.5	7.0	6.5	14.9	10.9	3.9
Kentucky	22.8	5.7	17.1	25.4	6.8	18.6	27.0	6.8	20.1
Louisiana	13.2	4.0	4.2	13.4	2.7	4.2	14.0	4.0	2.3
Maine	4.9	1.3	1.2	5.1	2.1	1.3	5.0	1.8	1.5
Maryland	26.4	12.5	7.0	30.7	12.6	5.8	29.4	19.6	5.9
Massachusetts	14.3	2.0	7.6	15.1	6.6	6.0	18.4	7.1	7.6
Michigan	31.2	9.1	10.7	36.5	12.0	11.6	38.4	12.1	11.8
Minnesota	6.2	1.5	2.7	7.4	2.3	3.0	8.7	2.8	3.5
Mississippi	11.8	2.0	1.4	13.3	2.0	1.5	14.5	2.9	1.8
Missouri	26.2	11.2	13.0	23.3	8.6	11.2	26.8	11.3	13.8
Montana	3.5	1.1	1.6	3.6	2.1	1.5	3.1	1.8	1.3
Nebraska	7.6	1.8	2.3	7.1	2.2	2.4	6.1	1.8	2.2
Nevada	2.1	.7	.9	2.6	.5	2.0	2.1	1.5	.6
New Hampshire	4.5	1.1	1.4	4.2	1.5	1.4	5.1	1.8	1.3
New Jersey	25.2	9.0	9.3	27.9	10.5	10.5	21.8	5.9	8.9
New Mexico	8.1	5.1	1.2	9.5	5.5	2.8	12.6	8.1	4.3
New York	81.1	17.3	29.2	91.6	24.3	30.1	90.0	15.6	29.7
North Carolina	84.3	27.3	14.0	84.5	28.0	14.0	82.4	28.4	11.5
North Dakota	2.4	.6	.7	2.4	.5	1.1	2.4	.6	.9
Ohio	34.4	11.1	12.2	38.3	13.0	14.3	41.1	13.2	16.7
Oklahoma	12.6	8.0	3.5	11.9	7.6	3.3	13.7	8.1	5.1
Oregon	14.1	5.9	14.1	18.0	6.4	18.0	22.5	13.7	15.6
Pennsylvania	38.7	27.5	11.1	21.2	23.3	7.9	34.0	15.5	10.2
Rhode Island	4.8	1.1	2.2	4.9	.5	2.3	6.2	1.8	2.7
South Carolina	74.8	11.6	25.8	73.0	10.4	20.0	72.2	12.2	31.8
South Dakota	3.8	1.4	1.4	4.0	1.5	1.4	4.0	1.6	1.2
Tennessee	16.2	4.4	4.6	19.0	4.2	5.0	22.5	3.9	6.3
Texas	133.0	46.1	66.5	131.9	39.0	63.0	147.3	32.0	73.5
Utah	16.9	2.0	4.0	19.1	3.0	5.2	17.6	3.4	7.5
Vermont	3.8	.6	1.5	4.4	.6	1.8	4.5	1.2	1.7
Virginia	15.5	3.7	7.7	18.1	4.1	9.5	19.6	4.4	10.3
Washington	10.9	4.7	4.2	12.3	5.1	5.0	13.9	7.0	5.3
West Virginia	16.1	10.3	2.2	12.9	7.8	1.2	11.5	9.0	2.5
Wisconsin	14.2	5.1	12.9	12.1	4.1	7.9	14.3	9.2	5.1
Wyoming	1.7	.7	1.0	2.2	.7	1.2	2.2	.9	1.3
American Samoa	.2	0	0	.2	0		.2	.1	0
Guam	1.1	.6	.5	1.2	.9	.3	1.3	.9	.4
Puerto Rico	24.6	20.7	4.0	24.2	19.9	4.8	26.0	21.6	4.4
Trust Territory	3.2	2.6	.6	3.2	2.6	.6	3.3	2.6	.7
Virgin Islands	.9	.7	.1	.9	.7	.1	3.5	2.5	.7

NOTE: Total of completions and separations, combined, may exceed total enrollments in some States since a participant may be counted twice: once as a completer of a program and again as a separation after entering another program during the year and leaving before completing it.

Appendix B

State Directors of Adult Education

Alabama
Dr. Bob W. Walden
Program Director, Adult Education
817 South Court Street
Montgomery, Alabama 36104

Alaska
Mr. Clark Jones
ABE/GED Supervisor
Alaska Department of Education
Pouch F, Alaska Office Building
Juneau, Alaska 99801

Arizona
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Director, Adult Education
State Department of Education
1535 West Jefferson Street
Phoenix, Arizona 85007

Arkansas
Dr. Luther Black
Director, Adult Education Section
Department of Education
Arch Ford Education Building,
Room 401W
Little Rock, Arkansas 72201

California
Dr. Donald A. McCune
Director, Division of Adult Education & Field Services
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Colorado
Dr. Ray Peterson
Supervisor, Adult and Community Education
Division of Adult Education
State Department of Education
State Office Building
Denver, Colorado 80203

Connecticut
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Bureau of Community and Adult Education
State Department of Education
P.O. Box 2219
Hartford, Connecticut 06115

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Mrs. Hazel J. Showell
State Supervisor, Adult Education
High School Extension Instruction
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District of Columbia
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Assistant Superintendent of Adult & Continuing Education
D.C. Public Schools
Presidential Building, Room 1010
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Washington, D.C. 20004

Florida
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Adult & Community Education
State Department of Education
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Tallahassee, Florida 32304

Georgia
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Coordinator, Adult Education
State Department of Education
332 State Office Building
Atlanta, Georgia 30334

Hawaii
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Department of Education
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Honolulu, Hawaii 96804

Idaho
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Springfield, Illinois 62777

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Director
Division of Adult Education
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Indianapolis, Indiana 46204

Iowa
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Chief, Adult Education
State Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Kansas
Mr. Willard W. Lee
Director, Adult Education
State Department of Education
120 East 10th Street
Topeka, Kansas 66612

Kentucky
Mr. W. L. Hampton, Director
Adult Education Unit
Bureau of Vocational Education
State Department of Education
Frankfort, Kentucky 40601

Louisiana
Mr. Glen Gossett
Director, Adult Education
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P.O. Box 44064, Capital Station
Baton Rouge, Louisiana 70804

Maine
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Division of Adult Education
State Department of Educational and Cultural Services
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State Education Department
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North Dakota
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State Coordinator of Adult Education
Department of Public Instruction
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Assistant Director
Division of Federal Assistance
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Worthington, Ohio 43085

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Administrator, Adult Education Section
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Oliver Hodge Memorial Education Building
Oklahoma City, Oklahoma 73105

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Acting Supervisor, Community College Instruction/Student Services
State Department of Education
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State Department of Education
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Columbia, South Carolina 29201

South Dakota
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Director, Adult Education
Division of Elementary & Secondary Education
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Pierre, South Dakota 57501

Tennessee
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Adult & Continuing Education
State Department of Education
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Texas
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Division of Adult Programs
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

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Coordinator, Adult Education
Utah State Board of Education
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Salt Lake City, Utah 84111

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Department of Education
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State Department of Public Instruction
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State Department of Education
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Board of Adult, Vocational, and Technical Education
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Madison, Wisconsin 53702

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Mr. Lloyd Kjorness
Coordinator, Adult Education
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Director, Adult & Vocational Education
American Samoa Community College
Adult Education Division
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Government of American Samoa
Pago Pago, American Samoa 96799

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Division of Careers & Public Services
Guam Community College
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Main Postal Facility
Guam, Mariana Islands 96921

Northern Mariana Islands
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Director, Adult Basic Education
Department of Education
Commonwealth of the Northern Mariana Islands
Saipan, Mariana Islands 96950

Puerto Rico
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Assistant Secretary for Adult Education
Department of Education
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Trust Territory of the Pacific Islands
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Department of Education
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Charlotte Amalie
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Appendix C

Reproduction of Survey Report Form

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
FEDAC NO. R 26
APPROVAL EXPIRES 6/80

INSTRUCTIONS FOR PREPARING THE ANNUAL PERFORMANCE REPORT FOR ADULT EDUCATION STATE GRANT PROGRAMS

Further payments or other benefits may, but will not necessarily, be withheld unless this report is completed and filed. (45 CFR 100.403 and 100.432)

PART I – STATISTICAL

TABLE 1. Report the population that is being served by adult education classes in the State with Federal, State and/or local funds under Public Law 91-230, as amended. It should include participants from other Federal programs such as CETA and WIN for whom any direct services are being provided at clearly additional cost to the program *(e.g., when an influx of 40 WIN participants would necessitate operating 2 or 3 extra classes)*. Every participant that completed 12 or more hours of instruction during the fiscal year should be included in this table. On line 4, provide totals for column (b) through (l). In column (l), provide totals for line 1 through 4)

A participant's age is to be reported as age at time of first class attended during the fiscal year.

The total number of adult education participants reported in Table 1, Line 4, of Total Column (l) should agree exactly with the total figure reported in Table 2, Part A, Line 4, Column (b).

The race/ethnic designations do not denote scientific definitions of anthropological origins. For the purpose of this report, an enrollee may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than one race/ethnic group.

"AMERICAN INDIAN OR ALASKAN NATIVE" - A person having origins in any of the original peoples of North America. This category includes American Indians, Eskimos, and Aleuts.

"BLACK" - A person having origins in any of the Black racial groups of Africa. Do not include persons of Hispanic origin.

"ASIAN OR PACIFIC ISLANDER" - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

"HISPANIC" - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

"WHITE" - A person having origins in any of the original Peoples of Europe, North Africa, or the Middle East.

TABLE 2. Combines important data on starting levels, completions, and separations. As with Table 1, only participants who attended 12 or more hours of instruction during the fiscal year should be reported.

"LEVEL I" is equivalent to Basic Education as defined by the State agency whether using grade level measures (1-8), APL measures, or Competency-based criteria.

"LEVEL II" is equivalent to Secondary Education as defined by the State agency whether using grade level measures (9-12), APL measures, or Competency-based criteria.

"UNGRADED" includes instructional levels in which the general nature and difficulty of instruction is not organized on the basis of grade and which has no grade designation or grade-level standards. For example: If ungraded instruction is offered in these settings, this line should be used to report participants receiving instruction designed for persons of limited English-speaking ability, students in learning labs, students in homebased instructional settings, etc.

Line 4. Report the sum of Lines 1-3.

Column (b). A participant's instructional level is to be reported as the level at the beginning of the fiscal year or upon initial entrance into the program during the fiscal year. Count each student one time only.

Completions. Report in Table 2, Part A, column (c), the number of students who completed Level I *(Grades 1-8)*, Level II *(Grades 9-12)*, or ungraded level during the fiscal year. Students who left the program during the fiscal year because they completed Level I or Level II should not be counted as separations, but as completions. Count completions one time only. For students who completed both Level I and Level II during the fiscal year, report them as completing Level II.

Separations. Report in Table 2, Part A, Column (d), the number of students who separated from the program before completion of Level I, Level II or the ungraded level for one or more of the reasons identified in Table 2, Part B. Count separations one time only. For example, a female who separates because she has a baby-sitting problem may be said to have a family problem. However, it is more accurate and useful to report her separation once under "child care problems." Reasons for separations have been delineated to show "positive" type reasons indicating certain program accomplishments, as well as problem-related reasons which may be amenable to State and/or Federal influence. For example, if health problems show up significantly in a given State as a reason for separations, the State administrator might encourage curriculum of personal health care, hygiene and nutrition.

The total figure reported in Table 2, Part A, Line 4, Column (b) should agree exactly with the total reported in Table 1, Line 4, of Total Column (l).

The total figure reported in Table 2, Part A, Line 4, Column (d) should agree exactly with the total reported in Table 2, Part B, Line 13.

TABLE 2. Shows where participants attended classes, the number of full-time programs, and the number of day and evening classes by type of classroom location. As with Table 1, the State should report on every participant that completed 12 or more hours of instruction during the fiscal year. Complete column (b) and provide totals for columns (c) through (e).

"School Building" can be either public or private. For purposes of this report, junior high buildings should be classified as secondary.

"Learning centers," for purposes of the adult education program and this report, are adult instructional settings featuring (1) extensive use of programmed instruction, (2) flexible participant scheduling and attendance, (3) being open for extended periods of time and on a daily basis, e.g., 9:00 a.m. to 5:00 p.m. In cases where learning centers are found in any of the other types of locations listed, participants should be counted as attending learning centers, not the other types.

"Correctional Institutions" can be Federal, State or local and include youth offenders 16 years of age or older as well as adults. Inmates are the only ones to be included in this category.

"Hospitals" can be Federal, State or local; mental institutions are included. Hospital in-patients and out-patients are the only ones to be included in this category.

"Work sites" can be public or private, as long as they are operating places of employment for the participants. If hospital or correctional employees are trained at their respective job locations, they would be counted under the "work site" category.

"State/local Institutions for the Handicapped" can be public or private and include day or residential schools that serve the physically or mentally handicapped adults 16 years of age or older.

"Home or homebased - instruction, provided by a teacher or paraprofessional, usually at the home of a student(s).

"Other locations" would include those that do not fit into one of the above categories. Church and storefront locations are among those that would generally fall into this category.

For the purposes of this report daytime classes are those ending before five o'clock in the afternoon and evening classes are those beginning after five o'clock.

TABLE 4. Requires data on numbers of personnel and their full-time equivalence for five different personnel categories. It also provides for indication of the amount of State and/or local pre-service or in-service adult education program-related training received by paid personnel during the fiscal year.

In column (b) count one time only each employee of the State Department of Education who is being paid out of Federal, State and/or local adult education funds. Each employee should be placed in the personnel category where he does most of his work. "Administrative and Supervisory personnel" includes teacher trainers and curriculum, counseling and guidance specialist.

If a person performs more than one staff function, report that person one time only, in the staff function in which most of his/her time is spent.

If positions are vacated and subsequently filled during the fiscal year, report the position once.

In column (c), convert the personnel in column (b) into an equivalent number of full-time personnel according to the formula or method used by the State in determining full-time employment. Specify the formula or methods used in each category.

"State or Local Training" may include any section 309 training, as well as, in-service training provided by State or local personnel and formalized training provided by educational institutions. It should include only training that is clearly related to the program effort under the personnel categories listed below.

STAFF PERSONNEL CATEGORIES ADMINISTRATIVE/SUPERVISORY - includes those professionals who are responsible for program management, administration, and supervision.

LOCAL TEACHERS - include staff assigned to guide and direct the learning experience of pupils in an instructional situation including responsibility for diagnosis, prescription, motivation, and evaluation of the adult learner.

LOCAL COUNSELORS - includes a staff assignment to perform the activities of assisting adult learners and of assisting instructors to assist learners in making personal plans, choices, and decisions in relation to education, career, and personal development.

LOCAL PARAPROFESSIONAL - includes staff members who work along side a professional and assists him or her but who does not have full professional status, e.g., teacher/classroom aide.

TABLE 5. Provides for various information concerning the State adult education program. Supply date only if it is accurate and available on a State-wide basis.

"Employed" - persons who do any work for pay or profit or work without pay for 15 hours or more on a family farm or business.

"Unemployed" - persons who are not employed as defined above and persons waiting to be called back to a job from which they were laid off or furloughed.

"Adult Basic Education" and "Adult Secondary Education" are equivalent to Level I and Level II, respectively. Refer to the instructions for Table 2 for definitions of these terms.

"Public Assistance" - financial assistance from Federal, State, and/or local public programs, such as, aid for dependent children, old age assistance, general assistance, aid to the blind or totally disabled, etc.

PART II – NARRATIVE

Provide descriptive information for the narrative items. Attach additional sheets of paper, if needed and number the information so that it corresponds with the number of the narrative item to which it relates.

For the items below, provide descriptive information on the State Adult Education Program, Public Law 91-230, as amended. Please attach other information considered appropriate.

1. Provide comparisons of actual accomplishments to the goals or objectives, as described in the Annual Program Plan, established for this period. For example: list the State's critical adult educational needs which were validated by a needs assessment and identified in the State Plan and described those programs or projects that were most successful in meeting the needs.

2. Provide reasons for slippage in those cases where goals or objectives were not met and describe those programs or projects that were not as successful as expected.

3. Provide descriptions of specific administrative problems which could be eased by Federal or State action. Highlight any problem areas in (a) the evaluative criteria or method used in determining the funding of local agencies seeking to provide programs of instruction under Public Law 91-230, as amended; (b) the method(s) used by the State to determine the proportion or percentage of matching funds provided by local agencies in each of the following situations as they apply: (1) all State matching; (2) all local matching, and (3) State and local matching (e.g., if all local agencies are not required to match, how does the State determine the proportion of State matching funds? If a local agency cannot provide matching funds, DOES THIS PROHIBIT THE LOCAL AGENCY FROM PARTICIPATING IN THE ADULT EDUCATION PROGRAMS UNDER PUBLIC LAW 91-230, AS AMENDED?); or (c) the implementation, if any, of the Adult Performance Level (APL) objectives, data and prototype test for adult functional competency used in the State and local programs. Make specific recommendations for any problem areas described.

4. Describe the extent, if any, to which the State Advisory Council carried out the functions and responsibilities cited in Section 166.6 of the Adult Education Regulations. *(Attach a copy of the annual report of the council's recommendations.)*

5. Provide a description of the types of technical assistance and supportive services provided by the State Education Agency to local programs of instruction.

6. Determine on a State-wide basis the average cost per student, per instructional hour, per year.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ADULT EDUCATION ANNUAL PERFORMANCE REPORT

PERIOD COVERED		FORM APPROVED
FROM	TO	FEDAC NO. R 28 APPROVAL EXPIRES 5/80
STATE		DATE OF REPORT

INSTRUCTIONS

The principal purpose of the report is to allow States to make better use, for planning purposes, of information found in the six tables. The report has several other purposes at the Federal level. It serves the Office of Education by providing a standardized data-collection format for use by all States. The collected information is used to publish reports and respond to inquiries. More importantly, the report is used as a program tool for the Office of Education to assess the impact of adult education at the State, Regional and National levels. Such information provides a basis for changes in National policy, redirection of resources, and provision of various forms of assistance to States.

The first table is concerned with various characteristics of the population served, the second table with instructional levels and participant separations, the third table with number of participants by location of classes and number of day and evening classes by location. The fourth table is related to staffing patterns of paid State and local personnel and the amount of program-related training in which they are participating. The last tables are concerned with impact of the adult education program.

The new alignments of data in the tables permit the State Administrator to look at the overall performance of the State program. For this report to be of maximum value to both State and Federal program officials it is better that figures which are considered unreliable not be included in the report. *(Where no reliable figures are available, the appropriate spaces in the reporting tables should be lined through.)*

To make the best possible use of this information system the State Administrator should insist upon timely and accurate reporting of data from local jurisdictions. For Federal purposes, a signed original and two copies of the report should reach the Division of Adult Education no later than December 31

TABLE 1. NUMBER OF PARTICIPANTS BY RACE, SELECTED ETHNIC GROUPS, AGE AND SEX

AGE	AMERICAN INDIAN OR ALASKAN NATIVE		BLACK		ASIAN OR PACIFIC ISLANDER		HISPANIC		WHITE		TOTAL
(a)	Male (b)	Female (c)	Male (d)	Female (e)	Male (f)	Female (g)	Male (h)	Female (i)	Male (j)	Female (k)	(l)
1. 16-44											
2. 45-64											
3. 65 plus											
4. TOTAL											

TABLE 2. PARTICIPANT PROGRESS AND SEPARATION DATA BY INSTRUCTIONAL LEVEL

PART A. NUMBER OF PARTICIPANTS

INSTRUCTIONAL LEVEL (a)	TOTAL NUMBER OF ENROLLEES (Unduplicated count) (b)	NUMBER COMPLETED EACH LEVEL (Unduplicated count) (c)	NUMBER SEPARATED FROM EACH LEVEL (Unduplicated count) (d)	
1. Level I				
2. Level II				
3. Ungraded				
4. TOTAL				

PART B. REASONS FOR SEPARATION *(Give the number of separations)*

1. To take a job *(unemployed when entered program)*		8. Because of child care problems	
		9. Because of family problems	
2. To take a better job *(employed when entered program)*		10. Because of time class/program is scheduled	
3. To enter another training program		11. For other known reasons *(Specify)*	
4. Met personal objective			
5. For lack of interest		12. For unknown reasons	
6. Because of health problems		13. TOTAL	
7. Because of transportation problems			

TABLE 3. NUMBER OF PARTICIPANTS AND NUMBER OF DAYTIME AND EVENING CLASSES BY TYPE OF LOCATION

LOCATION OF CLASSES (a)	NUMBER OF PARTICIPANTS (b)	NUMBER OF DAYTIME CLASSES (c)	NUMBER OF EVENING CLASSES (d)	NUMBER OF SITES OPERATING FULL-TIME PROGRAMS (25 hours or more per week) (Unduplicated count) (e)
SCHOOL BUILDING: 1. a. Elementary				
b. Secondary				
c. Community College *(Junior College, Technical Institute, etc.)*				
2. Learning Center				
3. Correctional Institute				
4. Hospital				
5. Work Site				
OTHER LOCATIONS 6. a. 4 Year Colleges				
b. Homes or Homebased				
c. State/local Institutions for the Handicapped				
d. Other				
7. TOTAL				

TABLE 4. NUMBER OF PAID PERSONNEL, BY LOCATION AND TYPE OF EMPLOYMENT, AND BY AMOUNT OF TRAINING

(NOTE: Include in this table information for only those persons who are paid from funds granted under the Adult Education Act. Please specify the various formulas or methods used in each of the categories. Use a separate sheet of paper and attach.)

ORGANIZATIONAL PLACEMENT AND TYPE OF JOB PERFORMED (a)	PAID ADULT EDUCATION PERSONNEL			
	TOTAL NUMBER OF PERSONNEL (b)	EQUIVALENT NUMBER OF FULL-TIME PERSONNEL (c)	NO. TAKING TRAINING (d)	
1. State Level Administrative & Supervisory Personnel				
2. Local Administrative and Supervisory Personnel				
3. Local Teachers				
4. Local Counselors				
5. Local Paraprofessionals				
6. TOTAL				

TABLE 5. STATE ADULT EDUCATION PROGRAM IMPACT DATA

PERSONS WHO—	NO. OF PERSONS	PERSONS WHO—	NO. OF PERSONS
1. Are enrolled in an urban Adult Basic and Secondary Education Program *(Community Population over 100,000)*		10. Obtained jobs as a result of experience gained in program	
2. Are enrolled in a rural Adult Basic and Secondary Education Program *(Community population under 2,500)*		11. Changed to or were upgraded to a better job as a result of experience in program	
3. Passed general education development test		12. Registered to vote for the first time	
4. Graduated from Adult Secondary Education after starting in Adult Basic Education		13. Received U.S. citizenship	
5. Enrolled in other education/training program *(Employer development, community college, junior college, four-year college, business or technical institute, correspondence, other Federal, State or local manpower program as a result of experience in program)*		14. Received driver's license	
		15. Received training in completing income tax forms	
6. Are enrolled in program who are employed		16. Are enrolled in Adult Basic Education Programs that were established for institutionalized persons	
7. Are enrolled in program who are unemployed		17. Are enrolled in Adult Secondary Education Programs that were established for institutionalized persons	
8. Are enrolled in program who are receiving public assistance		18. Are enrolled in programs for persons of limited English-speaking ability	
9. Were removed from public assistance rolls		19. Separated from programs for persons of limited English-speaking ability	

NAME OF STATE DIRECTOR *(Type)*	SIGNATURE OF STATE DIRECTOR	DATE